



## PSHE Progression Map

### Subject Intent

Beverley's PSHE and RSE curriculum offers an endorsed sequence of planned lessons (in conjunction with the PSHE Association) to equip teachers in ensuring skills and concepts regarding statutory and mandatory requirements. PSHE enables our students to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally (through a bespoke curriculum model) and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society which will be recognised through our achievement of the Bronze Rights Respecting Schools Award (Summer Term 2022). Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. As part of our intent, we establish links with parents/carers and where possible, work together to ensure that the RSE requirements are met.

### Subject Implementation

At Beverley School our PSHE programme is an integral part of our whole school PSHE education provision; it is designed to meet the bespoke needs of our students. Our thematic PSHE Association approach is combined with our weekly SMSC calendar and every opportunity is taken to integrate the Articles as part of being a Rights' Respecting School. During lesson 1, PSHE, EHCP, Careers and Assembly sessions provide an opportunity for students to develop their skills, knowledge and understanding and attitudes. Wider provision of PSHE promotes opportunities to link British Values and SMSC responsibilities. Along with our broad and balanced curriculum, there are overlaps with other subjects, for example, ICT lessons (E-Safety), Science and Outdoor Education (Recycling) and PE (Leading healthy and active lives). We also have some flexibility within the timetable to allow us to respond to national, local and global events, making sure that the sensitive nature of the content can be delivered in a 'need' appropriate way. (Ukraine, Politics etc). We celebrate key campaigns that are highlighted throughout the year to promote awareness and understanding such as Anti-Bullying Week, Mental Health Awareness Week, Black History Month, LGBTQ Month and International Womens' Day.

### Subject Impact

Beverley School ensures that students are equipped to support their decision making in regards to their wellbeing, health and relationships. Students start their journey with us treating each other with kindness and respect. This can be seen through the Pivotal approach embedded in the school which focuses on **Ready, Respectful and Safe**. Our embedded whole school vision to 'empower autistic people to lead independent, fulfilling and happy lives' supports them to foster good relationships with each other in line with the protected characteristics under the Equality Act of 2010. This curriculum builds upon our dynamic approach to dealing with the personal, social and health needs when required in addition to discreet lessons. Our spiritual curriculum allows students to build upon their understanding of British Values in order for them to become positive citizens in a forever changing community and ultimately preparing them for life and work in modern Britain. By the end of each Key Stage, students will have had the opportunities to meet the end of Key Stage '**I CAN**' statements in line with the statutory guidance outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education.

## Subject Progression

### Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for History.

PSED		
<b>0 – 3</b>	Relationships  Living in the Wider World	<ul style="list-style-type: none"><li>• I can begin to find ways to calm myself supported by staff</li><li>• I can begin to express preferences and decisions</li><li>• I can begin to engage with others through gestures, gaze and talk</li><li>• I can begin to find ways to manage transitions with support from staff</li><li>• I can begin to develop self-assurance and with support be confident in different environments</li><li>• I can begin to play with increasing confidence on my own and with others with the support of staff nearby</li><li>• I can begin to express and manage a range of emotions with support</li><li>• I can begin to show ‘effortful control’ eg waiting for a turn and resisting the urge to grab what they want or push their way to the front</li><li>• I can begin to notice differences in others, such as skin colour, types of hair and gender</li><li>• With support, I can begin to develop friendships with other children</li><li>• I can begin to talk about my feelings in more elaborate ways eg ‘I’m sad because....’</li><li>• I can use the toilet with help, and then independently</li></ul>
<b>3 – 4</b>	Relationships  Living in the Wider World Health and Wellbeing	<ul style="list-style-type: none"><li>• I can begin to make independent choices and ask for help when needed</li><li>• I can begin to identify as belonging to my class</li><li>• With support, I can begin to become more outgoing with unfamiliar people and show developing confidence in new social situations</li><li>• I can play with others, extending and elaborating play ideas</li></ul>

		<ul style="list-style-type: none"> <li>• With support, I can find solutions to conflicts and rivalries eg accepting that not everyone can be Spider-Man in the game and suggesting other ideas</li> <li>• With increasing understanding, I can follow and remember rules</li> <li>• With support, I can talk to others to solve conflicts showing a developing awareness of how others might be feeling</li> <li>• I can develop my independence in meeting my own needs eg brushing teeth</li> <li>• I can begin to make healthy choices about food, drink and activity</li> </ul>		
<b>Reception</b>	<p>Relationships</p> <p>Living in the Wider World</p> <p>Health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• I can build constructive and respectful relationships</li> <li>• I can identify and express my feelings and the feelings of others</li> <li>• I can show resilience and perseverance in the face of challenge</li> <li>• I can demonstrate an understanding of my health and wellbeing relating to physical activity, healthy eating, toothbrushing, screen time, sleep routine and being a safe pedestrian</li> </ul>		
<b>ELG</b>	<p>Relationships</p> <p>Living in the Wider World</p> <p>Health and Wellbeing</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</li> <li>• I can work towards simple goals set, showing an ability to wait for what they want and control immediate impulses when appropriate</li> <li>• I can give focused attention to what the teacher says,</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate confidence when trying new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• I can explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• I can work and play cooperatively and take turns with others</li> <li>• I can form positive attachments to adults and friendships with peers</li> <li>• I can show sensitivity to my own needs and the needs of others</li> </ul>

		responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	the importance of healthy food choices	
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The following curriculum progression map comprehensively shows the progression of writing skills and concepts from Pre Milestone1 – Milestone 4.

For students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes.

Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2).

	<b>Breakdown of Threshold Concept</b>	<b>Pre Milestone 1</b> Beverley Steps P4 – 5 (Working Towards Entry Level)	<b>Pre Milestone 2</b> Beverley Steps P6 – 7 (Working Towards Entry Level)	<b>Pre Milestone 3</b> Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
<b>RELATIONSHIPS</b>	Families and friendships	<ul style="list-style-type: none"> <li>• I can join in a parallel activity with others</li> <li>• I can initiate interactions</li> <li>• I can respond appropriately to simple questions about familiar events</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond to others in group situations</li> </ul>	<ul style="list-style-type: none"> <li>• I can support others in behaving appropriately</li> </ul>
	Safe Relationships	<ul style="list-style-type: none"> <li>• I can respond to the feelings of others</li> <li>• I can express my needs</li> <li>• I can combine two elements of communication to express my needs</li> </ul>	<ul style="list-style-type: none"> <li>• I can show concern for others</li> <li>• I can judge right and wrong based on consequences of actions</li> </ul>	<ul style="list-style-type: none"> <li>• I can show a basic understanding of what is right and wrong in familiar situations</li> <li>• I can seek help when needed</li> </ul>
	Respecting ourselves and others	<ul style="list-style-type: none"> <li>• I can indicate my likes</li> <li>• I can indicate my dislikes</li> <li>• I can maintain interactions in a small group</li> <li>• I can take turns</li> <li>• I can join in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• I can show an awareness of the results of my actions</li> <li>• I can make purposeful relationships with others in group activities</li> <li>• I can attempt to negotiate with others in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>• I can show respect for myself</li> <li>• I can show respect for others</li> <li>• I can show awareness of how to join in different situations</li> </ul>

Breakdown of Threshold Concept	<b>Milestone 1</b> Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2-Entry Level 3)	<b>Milestone 2</b> Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)	<b>Milestone 3</b> Beverley Steps P14 -15 NC Y5 & 6 (Level 1 Secure- Level 2 Emerging)	<b>Milestone 4</b> Beverley Steps 16+ NC Y7+ (Level 2 Developing- GCSE 4+)
Families and Friendships	<ul style="list-style-type: none"> <li>I can identify roles of different people, different families and feeling cared for</li> <li>I can make friends and recognise when I am lonely and who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what makes a family and identify the features of family life</li> <li>I can develop positive friendships including online</li> </ul>	<ul style="list-style-type: none"> <li>I can manage friendships and peer influences</li> <li>I can begin to understand attraction to others: romantic relationships, civil partnership and marriage</li> </ul>	<ul style="list-style-type: none"> <li>I can identify internal and external influences in my life.</li> <li>I can explain how personal beliefs can influence someone's self-identity.</li> <li>I can give examples of some of the influences on people's self-identity.</li> <li>I can give examples of different people's beliefs about the importance of marriage.</li> </ul>
Safe Relationships	<ul style="list-style-type: none"> <li>I can recognise the importance of privacy, staying safe and seeking permission</li> <li>I can manage secrets, resist pressure and get help when I</li> </ul>	<ul style="list-style-type: none"> <li>I can understand personal boundaries, safely responding to others and the impact of hurtful behaviour</li> <li>I can respond appropriately to hurtful behaviour: managing</li> </ul>	<ul style="list-style-type: none"> <li>I can show understanding of what physical contact is and feeling safe</li> <li>I can recognise and manage pressure showing an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of things that might influence my behaviour online.</li> <li>I can explain how to maintain positive relationships with others both online and offline.</li> </ul>

		recognise hurtful behaviour	confidentiality and recognise risks online	consent in different situations	<ul style="list-style-type: none"> <li>• I can state how to report online risks.</li> <li>• I can give examples of skills people can use to stay happy and healthy in their relationships.</li> <li>• I can identify signs of coercive control in a relationship.</li> </ul>
Respecting ourselves and others	<ul style="list-style-type: none"> <li>• I can understand how behaviour affects others and understand the importance of being polite and respectful</li> <li>• I can recognise things in common and differences</li> <li>• I can play and work cooperatively, sharing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise respectful behaviour, the importance of self –respect, courtesy and being polite</li> <li>• I can respect differences and similarities, discussing difference sensitively</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond respectfully to a wide range of people, recognising prejudice and discrimination</li> <li>• I can express opinions and show respect for other points of view including discussing topical issues</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how bullying might involve prejudice and/or discrimination.</li> <li>• I can explain why stereotyping isn't helpful.</li> <li>• I can give examples of prejudice and/or discrimination that have affected different groups of people.</li> <li>• I can identify some of my dreams and goals.</li> <li>• I can explain how responsible choices enable me to move towards my dreams and goals.</li> </ul>	

					<ul style="list-style-type: none"><li>• I can give an example when a risky or unsafe choice could affect a person's dreams and goals.</li><li>• I can describe behaviours that help make relationships healthy and unhealthy.</li><li>• I can explain why being discerning is important to people's wellbeing.</li><li>• I can give an example of how respecting someone's right to hold opinions different from mine could benefit a relationship.</li></ul>
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LIVING IN THE WIDER WORLD	<b>Breakdown of Threshold Concept</b>	<b>Pre Milestone 1</b> Beverley Steps P4 – 5 (Working Towards Entry Level)	<b>Pre Milestone 2</b> Beverley Steps P6 – 7 (Working Towards Entry Level)	<b>Pre Milestone 3</b> Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)	
	Belonging to a community	<ul style="list-style-type: none"> <li>I can demonstrate an understanding of ‘yes’</li> <li>I can demonstrate an understanding of ‘no’</li> <li>I can follow familiar routines</li> <li>I can participate in familiar tasks or activities</li> <li>I can respond appropriately to simple questions about familiar events</li> </ul>	<ul style="list-style-type: none"> <li>I can carry out routine activities in a familiar context</li> <li>I can show consideration of the needs and feelings of other people</li> <li>I can show consideration of the needs and feelings of living things</li> </ul>	<ul style="list-style-type: none"> <li>I understand the need for rules in games</li> <li>I can follow agreed codes of behaviour</li> <li>I can understand that codes of behaviour help people work together</li> <li>I can treat living things and their environment with care and concern</li> </ul>	
	Media literacy and digital resilience	Please refer to ICT Subject Progression Guidance			
	Money and work	<ul style="list-style-type: none"> <li>I can participate in work or play involving two or three others</li> </ul>	<ul style="list-style-type: none"> <li>I can play or work cooperatively in a small group</li> <li>I can move to new activities when directed</li> <li>I can choose a new activity</li> </ul>	<ul style="list-style-type: none"> <li>I can join in a range of one-to-one activities</li> <li>I can join in a range of small or large group activities</li> <li>I can choose, initiate and follow through a new task or activity</li> </ul>	
	<b>Breakdown of</b>	<b>Milestone 1</b> Beverley Steps P10 – 11 NC Y1 & 2	<b>Milestone 2</b> Beverley Steps P12 – 13 NC Y3 & 4	<b>Milestone 3</b> Beverley Steps P14 -15 NC Y5 & 6	<b>Milestone 4</b> Beverley Steps 16+ NC Y7+

<b>Threshold Concept</b>	(Entry Level 2-Entry Level 3)	(Level 1 Emerging – Level 1 Developing)	(Level 1 Secure- Level 2 Emerging)	(Level 2 Developing- GCSE 4+)
Belonging to a Community	<ul style="list-style-type: none"> <li>I can understand what rules are: caring for others' needs: looking after the environment</li> <li>I can understand belonging to a group is like: roles and responsibilities; being the same and different in the community</li> </ul>	<ul style="list-style-type: none"> <li>I can appreciate the value of rules; rights, freedoms and responsibilities</li> <li>I can understand what makes a community: shared responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how protecting the environment is important and and show compassion towards others</li> <li>I can value diversity; challenging discrimination and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what the Equality Act says about protected characteristics.</li> <li>I can demonstrate my understanding of the Children's Rights Convention by listing articles that are relevant to me and my community.</li> </ul>
Media Literacy and digital resilience	<ul style="list-style-type: none"> <li>I can use the internet and digital devices and communicate online</li> <li>I can access the internet in everyday life for online content and information</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the internet is used; assessing information online</li> <li>I can understand how data is shared and used</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how information online is targeted; different media types and their role and impact</li> <li>I can evaluate media sources; sharing things online</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my online activity could both positively and negatively affect my future.</li> <li>I can show how the media (including social media) could influence how I feel about myself.</li> <li>I can show how the media (including social media) could influence my relationships with</li> </ul>

					others, positively or negatively.
	Money and work	<ul style="list-style-type: none"> <li>• I can identify my strengths and interests and identify jobs in the community</li> <li>• I can explain what money is; needs and wants; looking after money</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different jobs need different skills; job stereotypes; setting personal goals</li> <li>• I can make decisions about money; using and keeping money safe</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify job interests and aspirations; what influences career choices; workplace stereotypes</li> <li>• I can identify influences and attitudes to money; money and financial risks</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of when money can be a positive or a negative factor in a person's life.</li> <li>• I can identify some employability skills that I am developing.</li> </ul>

<b>HEALTH</b>	<b>Breakdown of Threshold Concept</b>	<b>Pre Milestone 1</b> Beverley Steps P4 – 5 (Working Towards Entry Level)	<b>Pre Milestone 2</b> Beverley Steps P6 – 7 (Working Towards Entry Level)	<b>Pre Milestone 3</b> Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
	Growing and Changing	<ul style="list-style-type: none"> <li>I can express my feelings</li> <li>I can recognise animated praise and criticism</li> <li>I can respond appropriately to animated praise or criticism</li> <li>I can combine two elements of communication to express my feelings</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate feelings in simple phrases</li> <li>I can communicate ideas in simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>I can be sensitive to the needs and feelings of others</li> </ul>
	<b>Breakdown of Threshold Concept</b>	<b>Milestone 1</b> Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2-Entry Level 3)	<b>Milestone 2</b> Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)	<b>Milestone 3</b> Beverley Steps P14 - 15 NC Y5 & 6 (Level 1 Secure- Level 2 Emerging)
Physical health and Mental wellbeing	<ul style="list-style-type: none"> <li>I can keep healthy with a knowledge of food and exercise, hygiene routines and sun safety</li> <li>I can understand why sleep is important, about medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</li> </ul>	<ul style="list-style-type: none"> <li>I can understand healthy choices and habits; what affects feelings; expressing feelings</li> <li>I can maintain a balanced lifestyle; oral hygiene and dental care</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the importance of healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> <li>I can understand what affects mental health and ways to take care</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why people need to take responsibility for their health.</li> <li>I can describe techniques some people could use to manage their emotions.</li> <li>I can state some of the changes that happen in the body when it experiences stress.</li> </ul>

				of it; managing change, loss and bereavement, managing time online	<ul style="list-style-type: none"> <li>• I can give examples of healthy and less healthy lifestyle choices.</li> <li>• I can identify some of the influences that could impact negatively on a person's mental and physical health.</li> <li>• I can demonstrate ways to help me stay healthy.</li> </ul>
Growing and changing	<ul style="list-style-type: none"> <li>• I can recognise what makes me unique and special; feelings managing when things go wrong</li> <li>• I can understand about growing older, naming body parts; moving to a new class</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my personal strengths and achievements; managing and reframing setbacks</li> <li>• I can identify physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise my personal identity, recognising individuality and different qualities; mental wellbeing</li> <li>• I can understand the process of human reproduction and birth; increasing independence and managing transition</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the range of changes people may experience during puberty.</li> <li>• I can explain why developing a positive body image is important.</li> <li>• I can describe how a baby can be conceived and born.</li> <li>• I can outline the most important things I would need to consider when thinking about having my own children.</li> <li>• I can describe the human sexual response including sexual attraction.</li> </ul>	
Keeping safe	<ul style="list-style-type: none"> <li>• I can understand how rules and age restrictions help us; keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify risks and hazards; safety in the local environment and unfamiliar places</li> </ul>	<ul style="list-style-type: none"> <li>• I can keep myself safe in different situations, including</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate how to respond in a situation requiring first aid.</li> </ul>	

		<ul style="list-style-type: none"> <li>I can identify safety within different environments; risk and safety at home; emergencies</li> </ul>	<ul style="list-style-type: none"> <li>I can identify medicines and household products; drugs common to everyday life</li> </ul>	<p>responding in emergencies, first aid and FGM</p> <ul style="list-style-type: none"> <li>I can keep personal information safe; demonstrate a knowledge of regulations and choices; drug use and the law; drug use and the media</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how different substances can affect health.</li> <li>I can describe how to resist peer pressure when it could lead to unwanted risk.</li> <li>I can describe how people can get support if they are in controlling relationships.</li> <li>I can list things people can do to have an intimate relationship unhealthy or harmful.</li> <li>I can identify where I can access support and help if I am concerned about a relationship issue.</li> </ul>
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This Progression Map complements the Curriculum Map, which covers subject content over time. These are planned in Key Stages and can be found on TEAMS.

